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ABSTRACT

This survey was designed to investigate key Ohio private and public sector leaders' views regarding economic development and the role of higher education. It surveyed public and private sector leaders in the major metropolitan areas of the state, namely Cleveland, Columbus, and Cincinnati and their environs, known as the "Three Cs," as well as the rest of Ohio, known as the "Other Ohio." The study found that although both groups agreed on the importance of a well-educated, well-trained workforce for economic development, only 35 percent felt that such a workforce currently existed in their respective regions. The respondents from the Three Cs regions felt that their region had experienced significant economic growth in the last several years, while the Other Ohio participants believed that their region did not experience significant growth, and that young people were leaving the region to seek better opportunities. Many respondents felt that the Three Cs region receives more than its fair share of state resources, and that the Other Ohio region received less than its fair share. Appendixes contain a copy of the survey and a sample cover letter. (Contains 21 references.) (MDM)

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ED 388 135

Final Research Project:

"Ohio Opportunities Survey"

for The Community College (HED-821) class
The University of Toledo
Dr. Stephen G. Katsinas

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Friday, June 2, 1995

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Ohio Economic Development Survey

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FOREWORD

The "Other Ohio" movement evolved from a series of editorials by *The Blade (Toledo, Ohio)* dating to 1989. While the movement was born in Toledo and nurtured by *The Blade*, it has spread through the state. The "Other Ohio" movement is an alliance of newspaper editors and public officials united by frustration that a disproportionate share of the state's resources are funneled to the state's three biggest cities, Columbus, Cleveland, and Cincinnati (The Three Cs). "Other Ohio" members contend that the Three Cs have used their political clout to dominate state government, often to the detriment of all others.

Because of the widespread attention this movement received, *The Blade* hosted a conference at Maumee Bay State Park in Oregon, Ohio, in October 1994. The primary focus of this gathering was to provide a forum for more equitable treatment of Ohio communities outside the Three Cs' area. Participants spoke of their communities' need for jobs, additional state dollars, resources to better educate their children, and improved transportation systems. Although this initial conference was viewed with skepticism by many, enough momentum was produced to generate plans for a second conference to be held in January 1995.

This second conference was held in January 1995, in historic Marietta, Ohio, and was sponsored by the *Marietta Times*. The "Other Ohio" movement had gained considerable interest among politicians from around the state. This was reflected in the nearly doubled attendance of 240 persons. Conference attendees reaffirmed their commitment to changing Ohio's funding policies by coming up with a "common sense approach" to solving numerous perceived problems.

Attendees identified six areas of concern; however, jobs, infrastructure, and education, seemed to receive the most attention. Once these areas were identified, the attendees split into six groups to brainstorm each area. The most encouraging thing that advanced from these groups was the resulting dialog. Lines of communication between communities with similar concerns had been successfully established, which was viewed to be a very positive development. The conference ended with all in attendance looking forward to the next "Other Ohio" conference, to be held in Youngstown, Ohio, in April 1995.

It was during this period that we became interested in the "Other Ohio" movement. In an attempt to better understand the attitudes and beliefs of those politicians who were in attendance at these first two conferences, we decided to conduct a survey comparing their attitudes and views with those of the politicians and business leaders who were excluded. Those who were excluded were located in the Three Cs' area.

A survey was developed consisting of 65 questions grouped into five categories. Since this was an attitudinal survey, it was designed to inquire about key private and public sector leaders' views in Ohio regarding the relationship between economic development and higher education. We hoped to assess how their attitudes about this relationship varied in different regions of the state. In March, approximately 250 of these surveys were sent to members of the Boards of the Chambers of Commerce in the Three Cs' region, as well as to those who attended the "Other Ohio" conferences.

ACKNOWLEDGEMENTS

Several people have been instrumental in bringing this paper to realization. The authors wish to express their appreciation, first and foremost, to Stephen G. Katsinas, Ph.D, Associate Professor of Higher Education Department of Education Leadership The University of Toledo for the advice, support and encouragement he provided regarding this research. Also, we would like to recognize our colleagues Kathy Bielski, Sandra Harris and Matt Short - for their help in developing the survey questions and with the initial mailings while member of the graduate class, "Economic and Community Development and Higher Education," in the Winter 1995 Quarter at The University of Toledo. This work was continued in the Spring 1995 Quarter in the graduate class "The Community College."

We are grateful to persons in Ray Kest's office, Lucas County Treasurer; Timothy Desmond, Information Services Specialist, Toledo Metropolitan Area Council Of Governments (TMACOG); and Sharon Domokur at Youngstown State University, for their time and assistance in helping us obtain and disseminate information.

We would like to acknowledge some of the guest speakers that came to our class: Timothy Greenwood, State Senator; Jim Hartung, President, Lucas County Port Authority; and Jim Beshalske, President, Private Industry Council (PIC) for showing an interest in our research project, reviewing our survey questions, and for discussing pertinent matters with us.

We further wish to thank Gerald Sherman, Ph.D., Chair of the Human Subjects Research Committee (HSRC) and Steven Jurs, Ph.D., Professor of Educational Psychology, Research & Social Foundations, both of The University of Toledo, for their research advice.

One last comment we would like to add is that the Gestalt principle applies here. Definitely, "the whole is greater than the sum of its parts." By no means could one of us complete such an enormous project alone, and we all feel that we have equally contributed to this project.

As deeply grateful as we are to all, the authors assume final responsibility for the paper.

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EXECUTIVE SUMMARY

The Ohio Economic Opportunities Survey was designed as an attitudinal survey to investigate key Ohio private and public sector leaders' views regarding economic development and higher education in the Three Cs' area (Cleveland, Columbus, and Cincinnati) and in the other regions of Ohio, known as the "Other Ohio." The "Other Ohio" movement, which was born in Toledo and first nurtured by local newspaper, *The Blade*, has spread throughout the state and definitely has state government's attention in a big way. The movement is predicated on the contention that a disproportionate share of the state's resources are funneled to the state's three biggest cities, Columbus, Cleveland, and Cincinnati (The Three Cs), often to the detriment of all others.

Survey respondents from both groups were predominately professional, well-educated, white males, between the ages of 45 and 65. Participants from the Three Cs' tended to work for larger companies employing 100 or more people and were not natives of Ohio, while "Other Ohio" participants worked for smaller companies employing fewer than 100 individuals and were natives of Ohio. A significantly higher percentage of the respondents from the Three Cs' group were earning an annual income in excess of $75,000.

Both groups agreed on the importance of a well-educated, well-trained workforce for economic development, but only 35% believe that such a workforce currently exists in their respective regions. The overwhelming majority of the respondents from both groups believed that most new jobs will require at least some post-secondary training, and are concerned with Ohio's low baccalaureate rate. A majority from both groups also felt that Ohio's universities and community colleges are currently providing programs that are relevant to their region's employment needs but concern was expressed about the escalating cost of college today and in the future. Another common issue was the perceived lack of on-going, communication between employers and post-secondary educational facilities and the lack of active involvement on the part of universities and colleges in promoting economic development in their respective communities.

A much greater difference of opinion was revealed through the economic development questions. The Three Cs' respondents felt that their region had experienced significant economic growth since the end of the recession in 1991, while the "Other Ohio" participants believed that their region had ***not*** experienced significant economic growth during that same time period. In fact, unlike the Three Cs' group, "Other Ohio" respondents believed that young people in their region move away in order to gain a better future.

Both groups generally agreed on the most important factors in economic development: having a well-trained workforce, access to good transportation facilities, access to good elementary and secondary schools, and to a lesser extent, infrastructure, good nearby higher education institutions, and tax abatement. However, the "Other Ohio" respondents felt that federal, state, and local funding is inadequate at the present time, as well as funding for infrastructure improvements.

The respondents from the Three Cs' group placed greater emphasis on the importance of international exporting in enhancing economic development within their region than the respondents from the "Other Ohio" group. However, the demographic information revealed that the majority of the survey participants' firms from both groups were **not** presently

involved with exporting, nor did they plan to do so.

Are the Three Cs getting more than their fair share? The answer is a very cautious yes. However, there is widespread agreement that there is a disproportionate allocation of state tax dollars. The "Other Ohio" movement has shown there are common bonds and concerns around the state. One goal of this movement is for political leaders to become more "sensitive" to the needs of the rest of the state. Ohio has a deeply embedded Three Cs' mind-set. If we are to reverse this trend, attention must be focused on identifying solutions that can further join us together as a state, not divide us. The future of America's economy and productivity rests with expanding the quality of our workforce. We need to change the public's perception of higher education from being a ***"luxury"*** to that of being a ***necessity***. There needs to be a more equitable distribution of the state's resources in small cities and rural communities. In fact, fairness should be established as a criteria in the budget allocation process. State spending decisions affect all of Ohio. State representatives and senators need to realize this.

As a 19th century abolitionist said, "Power concedes nothing without a demand. It never has and it never will."

INTRODUCTION

Interest in the development of the Ohio Economic Opportunities Survey stemmed from the "Other Ohio" movement, which evolved from a series of editorials by *The Blade, (Toledo, Ohio)* dating to 1989. The "Other Ohio" movement is an alliance of newspaper editors and public officials united by frustration that Columbus, Cleveland, and Cincinnati (The Three Cs) have used their political clout to dominate state government, grabbing a disproportionate share of tax dollars. In October 1994, The Blade held a conference at Maumee Bay State Park. The primary focus of this gathering was to discuss the need for more equitable treatment of communities outside the Three Cs' area. In an attempt to better understand the perceptions of those attending this conference, and subsequent conferences, it was decided to conduct a survey to compare attitudes and beliefs throughout the state of Ohio.

Questions were developed to be included in the survey (Appendix A), and each question was grouped into an appropriate category. Numerous phone calls were made, names were gathered, and approximately 250 surveys were sent to members of the Boards of the Chambers of Commerce of Columbus, Cleveland, and Cincinnati (The Three Cs), in addition to those attending the previous "Other Ohio" conferences in Toledo (October 1994) and Marietta (February 1995). Follow-up mailings were then sent to the Three Cs, with an attention-getting logo (Appendix B) and a cover letter (Appendix C) indicating the importance of the project. Follow-up surveys were also passed out to those attending the "Other Ohio" conference in Youngstown, Ohio, held in April, 1995.

This was an attitudinal survey designed to assess perceptions of key private and public

sector leaders regarding the relationship between economic development and higher education in Ohio. The purpose was to determine how attitudes varied from different regions of the state regarding this relationship.

Data input and analysis of the returned surveys, in addition to comparative analyses with other Ohio agencies, were completed.

The main issues addressed in the survey include:

1) The role of education at all levels in economic development

2) Private sector thoughts on the role of higher education in economic development

3) The interaction of higher education institutions with economic development leadership organizations

The main sections of the survey are as follows:

1) Perceptions Related to Leadership In Economic Development

2) Factors Related to Economic Development

3) Perceptions of Secondary Education

4) Access, Goals, and Outcomes of Higher Education in Ohio

5) Demographic Information

METHODOLOGY

As a backdrop for analyzing the opinions expressed in this survey regarding the role of higher education in economic development, a comprehensive review of the literature was conducted to assess (1) the current economic situation in Ohio; (2) various factors associated with economic development; and (3) the role of education at all levels, especially higher

education, in promoting economic development.

Other analyses based on our results from gathering comparative demographic information through the Ohio Department of Development and the Toledo Metropolitan Area Council of Government were done. Perceptions related to leadership, such as the role that higher education is perceived to play in developing leadership qualities in individuals that can help stimulate/promote economic development were compared.

An analysis of statewide planning documents for economic development created by the Ohio Department of Development, as well as its specific regional plans for the districts of the "Other Ohio" were also done. Also obtained was the statewide plan for employment and training funds under programs sponsored by the Job Training Partnership Act (JTPA), required by the U.S. Labor Department, was also analyzed.

Basically, we related questions of economic development and workforce training to those reports the same way we related the questions of access to the California Higher Education Policy Center reports.

As of May 8, 1995, about 50 of the 250 surveys initially sent were returned. Fifty-eight percent are from the "Other Ohio" attendees, and 42% are from Columbus, Cleveland and Cincinnati (The Three Cs) leaders. The fairly low total response rate of 20% was discussed with several experts in the field of research, surveys, and statistics. According to these experts, the response rate is a sufficient sample to make some initial reasonable inferences, with limited generalizations, from the survey questions. This analysis is presented in the section, Expert Opinion, below.

Literature Review

In an effort to develop a broader conceptual view of economic development and higher education, a review of the current literature was conducted. This literature review assisted in providing sources of ideas that aided in the development of the survey questions.

In conducting this review, an attempt was made to track down relevant

materials/works on the subject of economic development and higher education. All available periodicals, books, abstracts, and government pamphlets were reviewed. In addition, a computer search using ERIC was conducted. Once the appropriate references were identified, they were screened for relevancy and analyzed.

Expert Opinion

Gerald Sherman, Ph.D., Chair of the Human Subjects Research Committee (HSRC) at The University of Toledo, reviewed the Ohio Economic Opportunities Survey prior to sending it during Winter Quarter of 1995. Dr. Sherman indicated that the survey was considered "research involving human subjects," since its respondents would, of course, be human. However, the human subjects involved in our study, which included political leaders, fit into an exempted category as set forth in The University of Toledo Policy and Standards for the Protection of Human Subjects in Research and Investigational Activities, and thus did not require prior review.

Steven Jurs, Ph.D., Professor of Educational Psychology, Research & Social Foundations at The University of Toledo, indicated that our statistics should be based on two groups, because additional divisions would make the groups too small for discrete analysis. Also, since some of the questions call for socially acceptable responses, these were eliminated. Some questions were merged with related ideas into single responses. Lastly, Chi-square tests were performed on selected items. The chi-square test is a non-parametric test. In other words, no assumptions for normality and homogeneity of variance are made. Chi-square tests compare observed frequencies of occurrences with the theoretical or expected frequencies.

Statistical Analysis

A database program was used to generate the statistics. The statistics on attitudes were compared between the Three Cs' group vs. the "Other Ohio" group.

SURVEY RESULTS

Demographic Information

A brief overview of the demographic information is given to familiarize the reader to some of the important factors of significance to the participants in this study. Because this was an attitudinal study, focusing on the respondents' beliefs and opinions regarding economic development and higher education, it was important to determine certain general background information. Besides the basic age, sex, ethnicity, and income data, respondents were asked to identify their location and length of residency; their educational attainment and that of their parents and children; their category of employment and the size of their firm; and political party affiliation.

Residence

For statistical analysis, Ohio, as determined by The United States Bureau of the Census, is divided into nine geographic regions. Due to the small population bases in regions eight and nine, Appalachia, for the purposes of this survey, these areas were combined (See the survey in Appendix A). In order to differentiate the "Other Ohio" respondents from the Cleveland, Columbus and Cincinnati (the Three Cs) respondents, each participant was asked to identify their region of residence in Ohio. In addition, they were asked to state the length of time they had resided in Ohio and if they were native Ohioans.

Ohio's 1990 census data reflected a population of 10,847,115, of which 56.6% lived in the Three Cs' area, with the remaining 42.4% living in the "Other Ohio" regions. Of those responding, 41.6% resided in the Three Cs' area, while 58.4% resided outside the Three Cs' area.

Interestingly, the Three Cs' respondents had lived in Ohio for an average of 25.5 years, with only 30% identifying themselves as native to the state. The "Other Ohio" group

had an average residency of 33.1 years, with 71.4% being native to Ohio. This response was interesting, but not surprising, especially when viewed with other demographic information, such as employment. The "Other Ohio" participants tended to be more rural and, therefore, less likely to migrate from the Ohio area when seeking employment.

Education

In attempt to better understand the views survey participants had in regard to higher education, it was necessary to find out about their level of education and that of their nuclear (immediate) family members. We began by asking respondents about the level of college attained by their parents and their children. While 60% of the Three Cs' parents attended college, only 42.9% of the "Other Ohio" group indicated the same. Both groups, however, felt that attending college was important for their children. All respondents that had children stated that their children had gone or will go to college.

When asked the highest level of college attained by the respondents themselves, 95% of the "Other Ohio" group had received a baccalaureate degree or higher. The Three Cs' group had a similar response rate, with 100% having attained a baccalaureate degree or higher.

The percentages exhibited by our respondents do not reflect the educational attainment achieved by all Ohioans. According to the 1990 Census, only 17% of Ohio residents over the age of twenty-five hold a bachelor's degree or higher. However, when the counties are viewed independently, all of the Three Cs reflect a much higher than average baccalaureate attainment level. Cleveland shows a 20.1% baccalaureate degree attainment level, Columbus 23.7%, with Cincinnati showing the highest rate of the Three Cs, at 26.6%.

Employment

Several questions dealt with the area of employment. Although nine categories of employment were listed, the majority of respondents marked category one, professional, as their occupation. Eighty percent of the Three Cs' group and 60% of the "Other Ohio" group checked the professional category.

We also felt that the size of the firm with which the respondents were associated was important from an economic development standpoint. Historically, most states focus their economic development activity toward the larger, Fortune 500-type companies, yet actual business growth has been greatest at small-to-mid-size firms during the 1990s. In fact, the fastest growing part of the manufacturing sector is in firms with less than 500 employees (Katsinas, 1994). Also, it is expected that these firms will become increasingly important to economic growth in the future. Therefore, the survey population was asked to state the size (as determined by the number of employees) of the firm where they were employed. The Three Cs reflect an even distribution, with 35% working at firms with less than 100 employees, 30% working at organizations with 100-999 employees, and the remaining 35% working for companies with more than 1,000 employees. Interestingly, the "Other Ohio" population reflects a somewhat different skew. The majority of these respondents (60%) work in "small" firms with less than 100 employees, and the remaining 40% work in companies consisting of 100-500 employees. ***None*** of the "Other Ohio" respondents worked in firms of 1,000 or more.

Finally, we were interested in knowing the current involvement or future intentions of respondents' firms in exporting. Given the development of a "world-wide" market and Governor Voinovich's May 1995 trip to the People's Republic of China to explore export possibilities for Ohio businesses, we anticipated involvement in exporting to be rather high. Surprisingly, 62% of the Three Cs and 95% of the "Other Ohio" respondents were ***not***

involved with exporting. Unfortunately, *none* of the "Other Ohio" respondents' firms had any plans to get involved with exporting, while only 25% of the Three Cs' firms stated that they did plan to get involved with exporting. We anticipated finding more exporting especially from the large urban areas, an assumption confirmed by our initial survey results. However, we feel that the *very low* level of export involvement from the "Other Ohio" firms indicates a clear need for a state export strategy and assistance, specifically for rural and smaller urban areas.

These responses were particularly surprising in view of the survey populations' response to question 14, dealing with the promotion of international exporting. Both groups stated the importance of international exporting, with 95% of the Three Cs' respondents and 57.1% of the "Other Ohio" respondents either strongly agreeing or agreeing that promotion of international exporting was important.

It appears from our preliminary findings that although the majority of respondents felt that exporting is important, their employers for the most part did not. This lack of involvement in exporting, when viewed in the context of Ohio's concerted efforts at international exporting, is puzzling. Governor George A. Voinovich, who recently returned from his second trip to China, has long been a strong advocate of exporting in Ohio. Interestingly, the 1993 Statistical Abstract of the United States, Ohio ranks ***sixth*** in the U.S. in international exporting and exported $7.3 billion in 1993!

Basic Demographics

The section on basic demographic information inquired about the age, race, gender, and income of the respondents. The Three Cs' population was predominately caucasian (85%); and male (90%); between 45-65 years old (90%); with an income in excess of $75,000 (85%). In addition, the per capita income among Ohio residents was only $13,461; considerably lower than our survey group.

The respondents from the "Other Ohio" group were also predominately caucasian (90%); and male (70%); between 45-65 years old (78.5%); but with an income significantly lower than the Three Cs' group. Only 20% of the "Other Ohio" had an income of $75,000 or higher compared to 85% for the Three Cs' group. Given the fact that the "Other Ohio" group included the Appalachian area, this is not surprising.

The survey findings for ethnicity seem to be representative of Ohio's general population. According to the 1990 Census, 87.8% of Ohioans are Caucasian. However, Ohio is only 47.7% male, while the survey population is predominately male. Based on these preliminary findings, we feel that women in Ohio politics have made more significant inroads than women in Ohio industry.

Party Affiliation

Thirty-five percent of both survey populations identified themselves as being affiliated with the Republican party. Democratic affiliation was somewhat less with the "Other Ohio" group at 30% and substantially less, only 10%, in the Three Cs' group. In addition, 50% of the Three Cs and 35% of the "Other Ohio" respondents claimed to be independents, not affiliated with either political party. These responses to party affiliation did not seem to parallel the Ohio Election Statistics for 1991-92, nor did we expect them too.

Since we were primarily surveying politicians and local business leaders, we anticipated a higher level of party affiliation than that found in the general public. Of the over 6.5 million registered voters in Ohio in 1992, only 14.8% were declared Republicans, (35% of survey respondents were declared Republicans), while 18.8% declared themselves to be Democrats (30% of "Other Ohio" and 10% of Three Cs declared Democratic), with the remaining 66.4% being considered independents. (Ohio Election Statistics for 1991-92)

When this data was analyzed further, we found a large discrepancy among the Three Cs in regard to party affiliation. As a collective body, the Three Cs exhibit a Democratic majority of 62.5%. However, when each of the Three Cs were viewed independently, we found that Columbus had a slight Republican majority (52%), Cincinnati had a much higher Republican majority at 62.2%, but Cleveland was overwhelmingly Democratic at 74.5%. This reflected a Democratic majority for the Three Cs as a population.

Perceptions Related to Leadership in Economic Development

The first section of the Ohio Economic Opportunities Survey deals with perceptions related to leadership in economic development. In addition to analyzing various factors related to economic development within Ohio, some of the questions explore the perceived role higher education institutions have in contributing to the economic development of their local communities. The degree to which they assume a leadership role while engaging in such activities was also addressed.

In a review of the literature related to leadership roles in economic development, a key factor associated with economic development in the community is the presence of a well-educated, well-trained workforce. Education is at the core of economic development through the provision of job training and re-training to keep up with technological advances. A well-educated and well-trained workforce that is flexible and adaptable can assist a community in its ability to attract new businesses and industries.

All respondents to the survey, from both the Three Cs' group and the "Other Ohio" group, were in agreement that a well-educated workforce is essential to economic development. However, in regard to whether or not a well-educated workforce exists in the Three Cs' group and the "Other Ohio" group, only 35% of the respondents from both groups agreed that this was the case in their respective regions. The remaining respondents were fairly balanced between not being sure and disagreeing with the notion that a well-

educated workforce exists in their local communities.

There was very strong agreement among the respondents from both the Three Cs' group and the "Other Ohio" group that computer literacy is an important skill that high school graduates need to possess. While computer literacy may be considered an important factor in the development of a highly skilled workforce, only 25% of the respondents from the Three Cs' group and 18% of the respondents from the "Other Ohio" group agreed that they had a computer literate workforce in their respective regions. Based upon these survey results, further analysis may indicate that computer literacy training and education may be identified as a need for post-secondary educational institutions to address in a more comprehensive fashion in the future. With regard to whether or not educational institutions are involved in upgrading the computer literacy of the *current* workforce, only 50% of the respondents from the Three Cs' group and 64% of the respondents from the "Other Ohio" group agreed that this was the case. The majority of the remaining respondents were not sure. Only a small percentage of the respondents disagreed.

In conjunction with the issue of the need for a high quality workforce, the survey respondents were also asked for their opinions regarding *actual* economic growth in their respective regions of the state. In the geographic area of the Three Cs' group, 85% of the respondents agreed that their regions had seen significant economic growth since the end of the recession in December 1991. All of the respondents from the Three Cs' group agreed. On the other hand, only 39% of the "Other Ohio" respondents agreed that their region had experienced significant economic growth since the recession ended in December 1991. Among the respondents from the "Other Ohio" group, 46% felt that they had ***never*** fully recovered economically from the recession of the 1980s.

The promotion of international exporting as a priority for economic development appears to be much more important to the Three Cs than to the "Other Ohio" group,

according to the survey results. While 95% of the respondents from the Three Cs' group agreed that international exporting was a high priority in terms of promoting economic development, only 50% of the respondents from the "Other Ohio" group agreed that exporting was a priority in their region.

Regarding whether or not their respective regions were well represented on state councils related to economic development, the majority of the survey respondents from the Three Cs' group were uncertain if this were the case, while at least half of the respondents from the "Other Ohio" group did ***not*** believe that they are well represented at the state level regarding economic development.

The survey addressed various issues regarding the role of higher education in promoting economic development in the community. Eighty percent of the respondents from the Three Cs' group and 64% of the respondents from the "Other Ohio" group agreed that higher education plays a vital role in economic development within their regions. Perhaps the reason this perception was significantly higher among the respondents from the Three Cs' group is due to the number of higher education institutions in the Three Cs' area.

While the majority of the respondents from both the Three Cs' group and the "Other Ohio" group agreed that higher education plays a vital role in economic development, over half of the respondents from both groups indicated that leaders in their respective regions ***did not*** look to local institutions of higher learning to provide *leadership* in terms of economic development initiatives. This view was strongest among survey respondents from the "Other Ohio" group.

It is worth noting that approximately three-fourths of the respondents from both the Three Cs' group and the "Other Ohio" group agreed that it is difficult, in our current economy, to find a job that pays well without post-secondary education. As found in the Closing Gateway Report, 76% of the respondents agree that even in today's tough

economic climate, a young person who goes to college has better economic prospects than one who takes a job right out of high school (Immerwahr & Farkas). However, only 15% of the respondents from the Three Cs' group and 36% of the "Other Ohio" group stated that good communications exist between employers and post-secondary institutions in their respective regions.

From a somewhat different perspective, the survey respondents were asked to identify the types of activities that institutions of higher learning were ***most*** likely to assist with in economic development, in their respective regions. The majority of the respondents from both the Three Cs' group and the "Other Ohio" group agreed that institutions of higher learning, within their respective regions, were ***most*** likely to provide assistance in the following three areas:

·Collection and dissemination of demographic and economic data

·Entrepreneurial education

·Small business incubation

However, less than half of the respondents from both the Three Cs' group and the "Other Ohio" group felt that community colleges and four-year public universities are *actively* involved in economic development within their respective regions.

Factors Related to Economic Development

This section considers the relative importance of various economic development elements. In its first question, respondents were asked to value 14 different factors in terms of their level of importance in promoting economic development in their particular region. A scale of 1 to 7 was used, with 1 meaning the factor "is not at all important" and 7 meaning it "is extremely important." Respondents from both groups - Three Cs and "Other Ohio" - showed identical rankings in their top three items of importance:

1. Access to good transportation facilities

2. Trained work force

3. Good elementary and secondary schools.

In fact, 86-96% had indicated that these factors were extremely important. Over two-thirds of both groups also concurred that *infrastructure, good nearby higher education, and tax abatement* were extremely important to promoting economic development.

Survey respondents jointly conceded that *good nearby recreational facilities and quality cultural amenities*, while significant (50-55% judged these to be extremely important), were generally the least consequential elements for economic development.

Results were somewhat mixed on the other six factors. Interestingly, 82% of the "Other Ohio" survey participants felt that *good local medical facilities* were extremely important, ranking this as their number four factor, while the Three Cs' respondents downgraded this to only tenth place (65% had judged it extremely important). This may indicate a problem with local medical facilities in some of the "Other Ohio" geographical area, perhaps the less-populated southern and southeastern areas.

The Three Cs' respondents felt strongly (90%) that *workers' compensation costs* were an extremely important economic development factor, rating it as number four in importance, while the "Other Ohio" respondents placed it only tenth with 57% showing it as extremely important. Surprisingly, about 18% of "Other Ohio" surveys showed no answer/rating for this component of economic development at all!

Available industry specific training and unemployment compensation rated #8 and #9 with 68% and 64%, respectively, by "Other Ohio" survey participants. Only 60% of Three Cs' respondents considered these elements as extremely important, which lowered their placement to #11 and #12 for people from those areas of Ohio. Despite the relatively high (64%) "Other Ohio" affirmative responses on *unemployment compensation*, almost 18% of their surveys had skipped consideration of this particular element. This is identical to the

workers' compensation costs results discussed above and may indicate a lack of knowledge or familiarity with these two points.

Personal property taxes merited a #8 ranking, with 75% for the Three Cs' group, while just 54% of "Other Ohio" participants regarded this as an extremely important factor (#11 rating). Possibly, the industry leaders from the Three Cs' group had greater individual familiarity with the payment of personal property taxes than the governmental and political leaders surveyed in the "Other Ohio" group, 7% of whom chose not to rate this particular factor.

Similarly, the Three Cs ranked *franchise taxes* as factor #9 in importance, with 70% judging it as extremely important. Yet the "Other Ohio" members, on the other hand, rated it dead last (#14), with only 36% indicating that it was extremely important. Again, "Other Ohio" participants may not have personal experience with this item, since 18% of its constituents surveyed failed to consider this component.

The remaining portion of this segment of the survey considers government funding and involvement in the survey population's regions. For these questions, responses ranged between "strongly agree" and "strongly disagree." "Other Ohio" respondents clearly disagreed (71%) with the statement that *state funding* for economic development was adequate in their region, while the answers were quite balanced/neutral for the Three Cs' participants.

Likewise, the "Other Ohio" participants disagreed (a little less vehemently at 64%) that *local funding* for economic development was adequate in their region. Yet the Three Cs' answers were again fairly balanced in their response to this question (and no "strongly agree" replies were noted).

"Other Ohio" members also disagreed (64%) with the assertion that *federal funding* for economic development was adequate in their region, while the Three Cs registered

largely neutral/not sure or balanced responses.

"Other Ohio" respondents disagreed more strongly (71%) with the contention that state funding for *infrastructure* (roads, bridges, sewer and water systems) was adequate in their region. On the other hand, the largest proportion of the Three Cs' group agreed (40%) or were neutral (another 35%) on that point!

Differences in the perceptions of the "Other Ohio" assembly were unquestionably revealed when 89% disagreed with the declaration that "state funds for infrastructure are *fairly distributed* across all regions of Ohio." The responses from the Three Cs were either neutral/not sure (45%) or in agreement (30%).

The majority of both groups generally acknowledged this point: "Local business and community leaders need to be *more aggressive* in voicing the needs of my region before the State of Ohio." However, the "Other Ohio" respondents were somewhat more vociferous (82% agreed versus 65% from the Three Cs).

Similarly, respondents from both groups supported the statement (57% "Other Ohio" and 50% Three Cs agreed) that "A bond issue to support *elementary and secondary education* facilities is needed to improve the public schools in my region." The dissenting (disagree) answers were likewise balanced, at 29% "Other Ohio" and 25% Three Cs.

Both groups were also joined in opposition to any bond issue for *higher education* facilities. [The "Other Ohio" group registered 54% in disagreement and only 26% in agreement, while the Three Cs' group declared 50% in disagreement and only 25% in agreement.]

There were many write-in responses as additional economic development considerations that had not been included in this section of the survey:

- Present availability of land and existing structures
- Access to capital

- Income taxes on employees
- Quality of life
- Safety / crime level
- Expansion to include service and technology businesses (not just manufacturing)
- Inclusion of local business expansion
- Advertisement of facilities already in place
- Location of higher education institutions (comment referring to Ohio map and lack of such institutions in southern Ohio)
- Timely development of transportation and other infrastructure projects, based on special needs of area (individual comments made in reference to NW Ohio, rural NW Ohio, and SE Ohio)
- Need for community involvement in long-term planning prior to business requests (also, mention of land use planning with zoning and controlled access to public roads)
- Need for cooperation of all state and local education leaders
- Education of general public regarding economic development; importance of citizens' attitudes (mention of great need and existing problems in the Appalachian area)
- Refocus schools' efforts toward discipline, grant right to expel
- Address welfare system; necessary to facilitate motivated workforce

Perceptions of Secondary Education

Nationally, there is universal agreement that a college education is an important gateway to a good job. In fact, findings suggest that "a college degree has increasingly taken on the status of a high school degree in the past; the basic entry ticket to life in the American mainstream (Immerwahr & Farkas, 19[illegible]3).

The third section of the survey deals with the role of secondary education in preparing young people for the workforce. The respondents were asked if there were good employment opportunities for high school graduates in their respective regions. While 50% of the respondents from the Three Cs' group agreed with that notion, 30% disagreed. The remainder were not sure. By contrast, only 18% of the respondents from the "Other Ohio" group felt that there were good employment opportunities for high school graduates in their region, while 75% of the respondents disagreed.

In conjunction with the respondents' perceptions of employment opportunities for high school graduates, only 10% of the respondents from the Three Cs' group felt that young people in their region move away to gain a better future, while 60% of the respondents from that group were unsure. On the other hand, 86% of the respondents in the "Other Ohio" group believed that young people in their region *move away* to gain a better future.

The majority of the respondents from both the Three Cs' group and the "Other Ohio" group disagreed with the notion that secondary education provides a world class workforce in their respective regions. By contrast, however, the majority of the respondents from both groups agreed that the curriculum of the elementary and secondary schools in their respective regions offer educational opportunities equivalent to other regions in Ohio. However, approximately 75% of the respondents from both the Three Cs' group and the "Other Ohio" group were concerned that students in their respective regions may not be as technically literate as students are in other industrialized countries. This also relates to the computer literacy concern mentioned in the discussion of section one of the survey results.

The vast majority of the respondents from both the Three Cs' group and the "Other Ohio" group believe that most new jobs in their respective regions of Ohio will require at

least *some* post-secondary training.

Survey respondents were asked if the current elected State Board of Education should be replaced with an appointed board. While 50% of the respondents from the Three Cs' group agreed with this proposal, 25% weren't sure, and 25% were opposed to that idea. By contrast, 61% of the respondents from the "Other Ohio" group were opposed to that proposal, while only 14% of the respondents from that group supported it.

Access, Goals, and Outcomes of Higher Education in Ohio

Section four of the survey considers respondents' perceptions of Ohio higher education with respect to access, goals, and outcomes.

As stated earlier, there is national agreement regarding the importance of a college education. Nearly eight out of ten Americans (79%) are convinced that high school graduates should go to college "because in the long run they will have better job prospects" (Immerwahr & Farkas, 1993). Stuart Rosenfeld, in *Competitive Manufacturing,* states that the most serious barrier to economic growth and national competitiveness is United States workers' lack of education (1992).

However, many felt that getting this college education requires moving away from home. Therefore, survey participants were asked if graduates of secondary school, in their region have adequate opportunities to go to colleges and universities close to home. The majority of the respondents either agreed or strongly agreed that high school graduates in their respective regions have adequate opportunities to attend higher education institutions close to home. There was a difference in the extent to which each group believed this statement to be true, however. Thirty percent of the Three Cs' group strongly agreed with the above statement, and 50% of these same respondents agreed. Only 10% of this group actually disagreed. The "Other Ohio" group, on the other hand, only had 10.7% that strongly agreed and 53.6% that agreed. A significant minority, 25% of these respondents

disagreed.

Considering the demographic information mentioned earlier, only 30% of the Three Cs' group was native to Ohio, compared with 71.4% of the "Other Ohio" group being native Ohioans, the above responses are interesting. Since the "Other Ohio" group tended to be more rural, and less likely to migrate from the Ohio area for employment, it seems that they would also feel, to a greater extent than the Three Cs, that there were adequate higher education opportunities close to home. Perhaps, however, since the large majority of them were native to the state, they are not aware of the comparable opportunities elsewhere, and just assume they must be better. It is also possible that this group has had unsatisfactory educational experiences with schools close to home. The Three Cs, on the other hand, *have* migrated. They may indeed feel that in comparison to alternate institutions of higher education, there are adequate opportunities close to home. This would also explain why half of the Three Cs felt that there were good employment opportunities for their high school graduates, and only 18% of the "Other Ohio" group indicated the same, as discussed earlier in section three of this survey.

When compared to the question addressing opportunities, in general, the responses were quite different. A 1991 survey conducted by ABC News/Washington Post found 60% of Americans believe that, currently, many qualified students do not have the opportunity to go to college (Immerwahr & Farkas, 1993). These survey respondents had somewhat of a different response, however, especially in the Three Cs' area.

Five percent of the Three Cs' group strongly agreed that the vast majority of people who are qualified to go to college have the opportunity to do so. Seventy-five percent of this same group agreed with the above statement. Only five percent disagreed with this statement. The "Other Ohio" group, on the other hand, had 10.7% that strongly agreed with this statement and only 25% agreed. The number of respondents disagreeing (39.3%) was

substantially larger than the Three Cs' group (10%). An additional 3.57% strongly disagreed with the above statement.

When asked whether or not many people who are qualified to go to college are able to do so, only 10% of the Three Cs' group agreed that many people who are qualified to go to college cannot do so. Sixty-five percent of this group disagreed with the above statement, and 5% strongly disagreed. The "Other Ohio" respondents felt quite differently on this issue as well, with 10.7% strongly agreeing and only 32.1% agreeing. Twenty-five percent of these respondents, however, disagreed, and 10.7% strongly disagreed.

There was considerable concern about the escalating cost of higher education. The 1991 ABC News/Washington Post survey found that 65% of Americans say that they worry a great deal about the perception that a "good college education is becoming too expensive" (Immerwahr & Farkas, 1993). Additionally, it has been reported that nationally, 89% of society feels that lack of money should not prevent a qualified and motivated student from getting a college education (Immerwahr & Farkas, 1993). Also, a large majority of Americans (71%) believe that the benefit of attending college depends much more on individual effort (motivation) than on the quality of the college (Immerwahr & Farkas, 1993).

The overwhelming majority of The Ohio Economic Opportunities survey participants agreed. Ten percent of the Three Cs' respondents strongly agreed and 60% agreed that the price of a college education should not keep qualified and motivated students from attending college. There is virtual unanimity from the "Other Ohio" respondents, with 46.4% strongly agreeing and 53.6% agreeing, that financial concerns alone should not put higher education out of reach for someone who can benefit from it. Perhaps this is a logical concern, based upon the "Other Ohio" group's income level compared to the Three Cs.

Many times students have trouble getting the classes they need in order to graduate on time. Five percent of the Three Cs' group strongly agree with this notion and another 5% agree. Forty-five percent, however, disagree, while another 5% strongly disagree. The remaining 40% were neutral or not sure. Of the "Other Ohio" respondents, 10.7% strongly agreed and 14.3% agreed with this statement. Twenty-five percent disagreed, and 10.7% strongly disagreed with the above. The remaining 39.3% were neutral or not sure.

There is a strong sense that opportunities to attend college are decreasing and that the situation will continue to worsen in the future. Nationally, "55% of Americans say that it is more difficult to get a college education than it was ten years ago, and an even greater number (66%) think that it will be even more difficult ten years from now" (Immerwahr & Farkas, 1993).

Looking at these respondents' views, those who felt that getting a college degree is more difficult now than it was 10 years ago were primarily concentrated within the "Other Ohio" group. Twenty-five percent of the Three Cs' group agreed with this statement. Sixty-five percent of the respondents, however, disagreed, and 5% strongly disagreed with the above. When comparing this to the beliefs of the "Other Ohio" group, it was found that 17.9% strongly agreed and 32.1% of this group agreed. Twenty-five percent disagreed, and 7.14% strongly disagreed.

An even higher percentage of respondents felt that college will be even more inaccessible in the future. Five percent of the Three Cs' respondents strongly agreed that it would be more difficult to obtain a degree 10 years from now, and 50% agreed. Ten percent of this same group disagreed, and 5% strongly disagreed. The remaining 30% were neutral or not sure. The "Other Ohio" group responded similarly. Twenty-five percent strongly agreed with this statement, and 42.9% agreed. The percentage of respondents disagreeing was 10.7%, and another 3.57% strongly disagreed. The remaining 17.9% were

neutral or not sure.

A large majority of Americans (76%) believe that students don't really appreciate the value of a college education unless they are involved in paying for it themselves. People believe that students should prove that they are worthy of higher education, and, perhaps, deserve the right to attend college. For example, opinion analyst, Daniel Yankelovich, has observed a shift in public conceptions of "deserving" and changing attitudes about rights and responsibilities: "Americans are moving away from the notion of entitlements, toward a concept of rights based on reciprocity-giving something back to society in exchange for what we receive" (Immerwahr & Farkas, 1993). This attitude was evident in the survey respondents' thinking about higher education as well.

In fact, an overwhelming majority of respondents from both groups agreed. Forty-five percent of the Three Cs' group strongly agreed, and 40% of them agreed that students appreciate the value of a college education when they pay for part of it. The remaining 15% were neutral or not sure, but no one disagreed. The "Other Ohio" group had 21.4% strongly agreeing, and 71.4% agreeing with the above. There were 3.57% of this group that strongly disagreed, and another 3.57% that were neutral or not sure.

Many students have to take out student loans in order to pay for their college education. While 62% of Americans think student loans should be used more often as a way to support college education, 91% of these same Americans are concerned that too many students take out college loans and never pay them back. Eighty-one percent even think that it is a problem that students borrow too much money. Eighty percent of Americans favor, instead, providing students with opportunities to work for financial aid to pay for their own education.

Fifteen percent of the Three Cs' group strongly agreed, and 35% agreed that students should have the opportunity to work their way through four years of college

without having to take student loans. Twenty-five percent of the Three Cs disagreed, however, and 10% strongly disagreed with the above. The "Other Ohio" group responded similarly, with 10.7% strongly agreeing and 42.9% agreeing. Those that disagreed amounted to 21.4% and 3.57% strongly disagreed.

When analyzing the programs provided by higher education institutions, 5% of the Three Cs strongly agreed and 60% agreed that Ohio's universities and community colleges currently provide programs that are relevant to their region's employment needs. Five percent of the respondents in this group strongly disagreed with the above, and the remaining 30% were neutral or not sure. Of those in the "Other Ohio" group, no one indicated strong agreement, but 64.3% were in agreement. Only 3.57 strongly disagreed and another 3.57 disagreed. There were 28.6% who were neutral or not sure.

Not only did the majority of respondents agree that higher education institutions were providing programs relevant to their region's needs, they also agreed that these institutions are meeting the needs of working adults. Ten percent of the Three Cs' group strongly agreed, and 50% agreed that universities and community colleges in their region currently provide courses, including weekend courses, courses at work sites, and self-paced computer-assisted learning, suited to the needs of working adults. Only 10% disagreed with this statement, and the remaining 30% were neutral or not sure. Within the "Other Ohio" group, 10.7% strongly agreed and 64.3% agreed with the above idea. Only 14.3% disagreed, and the remaining 10.7% were neutral or not sure.

When considering barriers to attending higher education institutions, lack of affordable child care and transportation are often cited as significant limitations in the literature and by higher education experts. Only 20% of the Three Cs agreed that these were barriers to higher education in their regions. Five percent disagreed and 5% strongly disagreed with the lack of affordable child care issue, and the remaining 70% were neutral

or not sure. Thirty-five percent of these same respondents disagreed and 5% strongly disagreed with the lack of transportation issue. The remaining 40% were neutral or not sure. Within the "Other Ohio" group, however, 25% strongly agreed and 32.1% agreed that there is a lack of affordable child care within their region. Also, 28.6% strongly agreed and 21.4% agreed that lack of transportation is also a significant barrier. In this same group, 17.9% disagreed and 3.57% strongly disagreed with the lack of child care issue. The remaining 21.4% were neutral or not sure. Transportation, on the other hand, reflected a larger disagreement, with 32.1% disagreeing and 3.57% strongly disagreeing that this is a significant limitation. The remaining 14.3% were neutral or not sure.

While the Tri C respondents did not overwhelmingly see either transportation or child care as barriers to attending higher education, the Ohio Opportunity Survey participants were predominately wealthy males between 45-65 years of age. With their age and level of income, it would make sense that neither transportation nor child care would pose an economic barrier. Also, while more men are becoming responsible for child care, in general, this has been and still is the responsibility of women. Had the respondents included a more even distribution of males and females, there may have been a greater indication of child care and/or transportation as being a barrier to attending higher education, or at least the majority of respondents would not have been neutral or unsure.

As OBOR has noted, when Ohio is compared to other Big Ten states, fewer Ohioans graduate from college with a baccalaureate degree. Fifteen percent of the Three Cs strongly agreed that this is a serious problem and 55% agreed. Only 5% disagreed with this as being a serious problem, and the remaining 25% were neutral or not sure. Within the "Other Ohio" group, 32.1% strongly agreed and 50% agreed that this is a serious problem. Only 10.7% disagreed with the above, and the remaining 7.14% were neutral or not sure.

Since the whole "Other Ohio" movement is predicated on the fact that there is unequal distribution of state dollars, survey respondents were asked three questions about their perceptions related to this idea.

When asked if state funding for the institutions of public higher education across all of Ohio was adequate, 10% of the Three Cs' respondents strongly agreed and 20% agreed. Forty-five percent, however, disagreed, and the remaining 25% were neutral or not sure. The "Other Ohio" responses were surprisingly similar, with 3.57% strongly agreeing, and 25% agreeing. The percentage opposing was over half, however, with those 39.3% disagreeing, and 10.7% strongly disagreeing. There were 17.9% of the respondents that were neutral or not sure, and the remaining 3.57% of the participants did not reply. Hence, the contention of the "Other Ohio" movement that there is a disproportionate share of the state's resources is supported by the survey participants.

Respondents were also asked to what extent they agreed that state funding for the institutions of higher education to perform their functions in their respective regions is adequate. Ten percent of the Three Cs strongly agreed and 35% agreed with this statement. Thirty-five percent disagreed, and the remaining 20% were neutral or not sure. None of the "Other Ohio" respondents strongly agreed with the above, but 28.6% agreed. Those opposing were greater, with 32.1% disagreeing and 14.3% strongly disagreeing. There were some respondents that were neutral or not sure (21.4%) and the rest (3.57%) did not answer. Again, evidence of support for the "Other Ohio" movement's contention.

With respect to regulation of public higher education, 5% of the Three Cs' group strongly agreed and 15% agreed that public higher education in Ohio is overregulated by the State, limiting its effectiveness. Twenty percent of these respondents disagreed with this concept, and the remaining 60% were neutral or not sure. The "Other Ohio" respondents felt basically the same, with 7.14% strongly agreeing and 17.9% agreeing with

the above. Those opposing were 21.4% of the respondents disagreeing and 7.14% strongly disagreeing. There were some respondents that were neutral or not sure (42.9%) and the rest (3.57%) did not answer.

Different people expect a college education to accomplish different goals. We asked the survey respondents the extent to which they felt various goals were important for Ohio's universities and community colleges. Each respondent ranked the goals on a scale of 1 to 7, in which 1 indicated that the respondent felt the goal was "not at all important" and 7 meant that the goal is "extremely important."

It has long been a criticism of schools that they teach people to read and write but fail to teach students to think (Cohen & Brawer, 1989). In trying to determine whether or not respondents felt that this was true of higher education, in general, survey participants were asked if they felt a college education should impart to students *marketable skills and problem solving skills.* The majority of all respondents felt that both of these skills were extremely important. Eighty percent of the Three Cs' group felt marketable skills were extremely important, and 90 % of this same group felt that problem solving skills were extremely important. The "Other Ohio" respondents answered similarly. Eighty-six percent indicated that marketable skills were extremely important and 92% of these same respondents stated that problem solving skills were extremely important.

We were not particularly surprised with such a large percentage of respondents feeling that both marketable and problem solving skills were extremely important. Since critics of higher education often cite these skills as ones that are ignored, it is understandable that the majority of respondents would at least agree with their importance. Also, both of these questions most likely call for socially acceptable responses. Thus, we anticipated the results to reflect accordingly.

Also, providing leadership for the development of our communities is a key function

of the community college. The goal is to produce critical-thinking students who will be inspired to initiate change because they are carrying out their roles as "innovators" (Pierce, 1993). Such a climate in the community will produce fertile ground for economic development. According to Ernest L. Boyer, of the Carnegie Foundation for the Advancement of Teaching, the general purpose of an education is to "empower individuals to live competently in their communities" (Pierce, 1993). This further supports the importance of marketable and problem solving skills, reflected by our survey population.

When asked the importance of giving people from low income backgrounds opportunities to succeed, 45% of the Three Cs' group felt that this was extremely important. The majority (55%) of the respondents, however, indicated this was only of average importance. The majority of the "Other Ohio" respondents (60.7%), on the other hand, felt that these opportunities to succeed were extremely important. Approximately 35% of the respondents felt this was of average importance. This large discrepancy is understandable considering respondents from the Appalachian area are included in the "Other Ohio" group.

When asked about specific races, such as Blacks and Latinos, and the respondents feelings toward giving these groups opportunities to succeed, 35% of the Three Cs' respondents felt that this was extremely important, 55% indicated average importance, and 15% replied that this was not at all important. The "Other Ohio" responses were similar. Only 24.6% of the respondents felt that giving minorities opportunities to succeed was extremely important. The majority (56.6%) felt this was of average importance, and approximately 11% felt that this was not important at all.

Even though Washington County, which is in the Appalachian area, is included in the "Other Ohio" group, it is obvious that their 98.2% white population is not as sensitive to the needs of minorities as they are to their own (1990 Census). Also, since at least 95%

of all respondents had a college education, and all respondents' children have attended or are expected to attend college, perhaps they were not aware of the lack of opportunities the minority groups face.

Training and re-training has been a "hot topic" of the nineties. The "Survey of Community College Training Programs for Employees of Business, Industry, Labor, and Government," conducted by the League for Innovation in the Community College, indicated that 96% of the community colleges responding provided job training programs (Marshall Beckman & Doucette, 1993). Almost all of these programs were customized to meet the needs of local employers. However, a number of these programs were modest in nature, due to the lack of adequate resources, which indicates a need for greater public sector investment. To test the validity of this, the survey respondents were asked about several training concerns.

The importance of re-training people who have already been in the workforce for new jobs and re-train currently employed people to be more competitive in their current jobs were two areas of concern. Education is at the core of economic development through the provision of job training and re-training to keep up with technological advances (Maiuri, 1993). Half of the Three Cs' group felt that re-training people who have already been in the workforce for new jobs was extremely important. The other half indicated this was of average importance. Over half (60.7%) of the "Other Ohio" respondents felt that this was extremely important also, and 32.1% felt this was of average importance.

With respect to *re-training currently employed people* to be more competitive in their current jobs, 25% of the Three Cs' respondents indicated that this was extremely important. The majority of this group (60%) felt that this was of average importance. The "Other Ohio" responses are somewhat different, however. Over half of these respondents (53.5%) indicated that re-training current employees to be competitive is extremely

important and approximately another 36% stated this was of average importance.

The fact that upgrading the skills of workers currently employed is seen of at least average importance by the majority of respondents in both groups is likely due to the higher educational attainment levels found among the survey participants (Katsinas, 1994). Ninety-five percent of the "Other Ohio" group and 100% of the Three Cs' group attained a baccalaureate degree or higher.

However, a striking difference noted is the perception of importance indicated by the two different groups. As mentioned above, only one quarter of the Three Cs' group, compared to over half (53%) of the "Other Ohio" group, felt that re-training currently employed people to be more competitive in their current jobs was extremely important. This extreme difference is most likely due to the difference in the sizes of the firms where each respondent is employed. As stated earlier, 35% of the Three Cs work at firms with less than 100 employees, 30% work at organizations with 100-999 employees, and the remaining 35% work for companies with more than 1,000 employees. The "Other Ohio" population, however, showed that the majority (60%) work in "small" firms with less than 100 employees, and the remaining 40% work in companies consisting of 100-500 employees. As mentioned earlier, it is interesting that none of the "Other Ohio" respondents work in firms with 1,000 or more employees. Generally, training opportunities are limited in small to medium sized businesses (OACC Testimony, 1995). Therefore, it is likely that the "Other Ohio" group, with all respondents working in small to medium sized firms, have limited training/re-training opportunities and feel so strongly regarding its importance.

As discussed previously, a key factor associated with economic development in the community is the presence of a well-educated, well-trained workforce. A well-educated and well-trained workforce that is flexible and adaptable can assist a community in its

ability to attract new business investment. It can also assist in the retention and expansion of existing businesses and industries (Maiuri, 1993).

When asked about training for recent high school graduates who are entering the workforce for the first time, only 20% of the Three Cs' group felt this was extremely important. The overwhelming majority (75%) felt this was of average importance. The "Other Ohio" responses were quite different. The majority (57.1%) of these respondents felt that training recent high school graduates entering the workforce for the first time was extremely important. Another 28.6% of the respondents stated this was of average importance.

Providing training for recent high school dropouts entering the workforce for the first time, welfare recipients and others who have never been in the workforce, in general, is regarded as being of at least average importance by both groups. With respect to training recent high school drop outs, only 20% of the Three Cs' respondents stated that this was extremely important, but exactly half of their replies indicated average importance. The remaining 30% of responses said this was not important at all. Just over 39% of the "Other Ohio" respondents felt that training the recent high school drop outs was extremely important, and almost 43% felt that this was of average importance. The remaining replies stated that this was not important at all.

When comparing this question to whether or not it was important to provide training to welfare recipients and others who have never worked before, the responses were very similar to those questioning the importance of providing training to recent high school drop outs. Only 15% of the Three Cs' responses stated that this was extremely important, but exactly half, again, indicated this was of average importance. The remaining 35% stated that this was not important at all. The "Other Ohio" responses showed approximately 39% indicating that providing training to welfare recipients and others who have never worked

before was extremely important, and 42.8% stated this was of average importance.

Lastly, with the idea that a college education should provide a well-rounded background, we asked the importance of teaching students cultural diversity, and in general, helping students turn into good citizens.

Thirty percent of the Three Cs' group indicated it was extremely important to expose students to other cultures and teach them to respect diversity. The majority (55%) of respondents, however, felt this was only of average importance. Fifteen percent of the respondents also indicated that this issue was not important at all. The "Other Ohio" group gave similar responses. Thirty-two percent felt this was extremely important, but the majority (approximately 51%) felt that this was of average importance. The remaining responses (about 15%) said this was not important at all. This may be due to the likelihood that the majority of the respondents never had such training themselves, and felt that it is not all that important. This could also be attributed to their community's disinterest in exporting, as mentioned earlier; hence, they felt there is less of a need to understand international cultures.

With respect to helping students become good citizens, however, the majority of the respondents in both groups felt this was extremely important. Sixty percent of the Three Cs' respondents indicated this, while about 55% of the "Other Ohio" respondents said the same. Also, 30% of the Three Cs' respondents indicated good citizenship to be of average importance, while the "Other Ohio" participants felt basically the same, with about 35% indicating this issue to be of average importance.

Again, such a question probably calls for a socially acceptable response, which will help explain why the majority of respondents believed that good citizenship is extremely important for students.

CONCLUSION

The Ohio Economic Opportunities Survey addressed a variety of issues related to economic development in the Three Cs' group and the "Other Ohio" group within the State of Ohio. The survey questions fell into two categories: The first set of questions dealt with a comparison of the general economic conditions that currently exist in each group's region, as well as opportunities for and support of future economic development. The second set of questions were concerned with the role of education in supporting economic development.

There were a variety of similarities and differences between the respondents from both groups. The respondents to the survey from both groups were predominately professional, well-educated, white males, between the ages of 45 and 65. The majority of the respondents from the Three Cs' group tended to work for larger companies employing 100 or more people and were not natives of Ohio. By contrast, the majority of the respondents from the "Other Ohio" group worked for smaller companies employing fewer than 100 individuals and were natives of Ohio. A significantly higher percentage of the respondents from the Three Cs' group were earning an annual income in excess of $75,000.

The following responses related to general economic conditions and opportunities for economic development within the Three Cs and "Other Ohio" groups were considered noteworthy:

- The majority of the respondents from the Three Cs' group felt that their region had experienced significant economic growth since the end of the recession in 1991, while the majority of the respondents from the "Other Ohio" group believe that their region has not experienced significant economic growth during that same time period.
- The respondents from the Three Cs' group placed greater emphasis on the

importance of international exporting in enhancing economic development within their region than the respondents from the "Other Ohio" group.

- While the majority of the respondents from the Three Cs' group were uncertain about how well they are currently represented on State Economic Development Councils, at least half of the respondents from the "Other Ohio" group did not believe that their area was well-represented on state level committees and councils.
- Both the Three Cs' and the "Other Ohio" respondents generally agreed that the top three factors related to economic development within their respective regions are as follows:

  1. Having a well trained workforce.
  2. Access to good transportation facilities.
  3. Access to good elementary and secondary schools.

  Other factors of somewhat lesser importance included infrastructure, good nearby higher education institutions, and tax abatement.
- There was significant support among the respondents from both groups for giving low income individuals and minorities an opportunity to succeed as a part of the overall economic development process for their respective regions of the state.
- From an economic perspective, the vast majority of the "Other Ohio" respondents believe that young people in their region move away in order to gain a better future, while the vast majority of the respondents from the Three Cs' did not believe this to be true for their region.
- The majority of the respondents from the "Other Ohio" group felt that federal, state, and local funding for economic development efforts in their

region was inadequate at the present time, as well as funding for improvement of infrastructure.

- Both groups were in agreement that local business and community leaders need to be more aggressive in voicing the needs of their respective regions.

The following responses related to the role of education in supporting economic development within the areas of the Three Cs and the "Other Ohio" groups were considered noteworthy:

- The responses of both groups on questions pertaining to the importance of education and training supported the contention that a key factor associated with economic development in the community is the establishment of a well-educated, well-trained workforce that is sufficiently adaptable to the changing world of work. This would be necessary to keep up with technological advances/changes to remain competitive in today's world market economy. However, only 35% of the respondents from both groups believed that a well-educated workforce currently exists in their respective regions. Also, less than one quarter of the respondents from both groups believed that they have a computer literate workforce in their respective areas of the state. In conjunction with this last finding, there was also strong agreement among the respondents from both groups that the development of computer literacy for high school graduates is an important goal to be achieved. In addition, the majority of the respondents agree that secondary schools in their respective regions are currently working to achieve this goal.
- The majority of the respondents from both groups doubted the existence of good employment opportunities for current high school graduates in their respective regions. Both groups also agreed that secondary education alone

does not provide our society with a world class workforce. About three-fourths of the respondents from both groups expressed concern that students in their respective regions may not be as "technically" literate as students in other industrialized countries around the world.

- The overwhelming majority of the respondents from both groups believed that most new jobs will require at least some post-secondary training. In addition to necessary post-secondary training/educational opportunities for high school graduates, the respondents believed in the importance of re-training people currently in the workforce for ***new*** jobs in order to keep up with technological advances. However, the re-training of currently employed people to be more competitive in their present jobs was given a lower priority overall when combining the responses from both the Three Cs' and the "Other Ohio" groups.
- The vast majority of the respondents from both groups supported the notion that higher education plays a vital role in the economic development process. Most of the respondents believed that a college education should provide students with workable skills and problem solving techniques.
- When looking at the programs provided by institutions of higher learning, the majority of the respondents from both groups indicated that Ohio's universities and community colleges are currently providing programs that are relevant to their region's employment needs. Relevant educational programs are necessary in order to help support economic development and growth within the local community. Both groups also agreed that institutions of higher learning are meeting the needs of working adults. However, a very ***low*** percentage of the respondents from both groups believed that there is

good ongoing communication between employers and post-secondary educational facilities to meet the needs of local business and industry.

- While the majority of the respondents from both groups supported the notion that higher education plays a vital role in economic development, less than half agreed that colleges and universities are ***actively involved in promoting*** economic development in their respective communities.
- While the majority of the respondents in both groups felt that there are adequate opportunities for their high school graduates to attend colleges and universities close to home, there was a concern about the escalating cost of higher education among the respondents. This finding correlates with a 1991 ABC News/Washington Post Survey that found that 65% of Americans were extremely worried that a good college education is becoming too expensive. The "Other Ohio" respondents were in stronger agreement than those from the Three Cs' group with the notion that financial concerns expressed above should not put higher education out of reach for someone who can benefit from it.
- The respondents that believed that getting a college education is more difficult now than it was 10 years ago were primarily from the "Other Ohio" group. However, a higher percentage of respondents from both groups also reflected a concern that obtaining a college education in the future may become even more inaccessible. In spite of the previous findings, respondents from both groups also agreed that a bond issue was needed for future support of elementary and secondary education programs; however, they were opposed to any bond issue to help support funding for higher education.

- When Ohio is compared to other Big Ten states, it has been found that fewer Ohioans graduate from college with a bachelor's degree. The majority of the respondents from both the Three Cs and the "Other Ohio" groups considered this to be a serious problem for higher education and economic development in their respective regions.
- In terms of the contributions of higher education to economic development, the majority of the respondents from both groups agreed that institutions of higher learning are most likely to provide assistance in:
  1. Collection and dissemination of demographic and economic data.
  2. Entrepreneurial education.
  3. Small business incubation.

The responses received from both groups participating in the survey seem to indicate that attention must be focused on identifying solutions to economic development problems that can help to unify the different regions of the State rather than further divide them. There is agreement that the future of the American economy and the productivity of its citizens rests with enhancing the quality of our workforce. We need to change the public's perception of higher education as being a ***"luxury"*** to that of being viewed as a necessity.

The public sector has a responsibility for strengthening the manufacturing base and leaders must implore manufacturers to concern themselves with the new environment of global competition. Ohio would do well to follow Europe's lead and develop policies to support existing businesses in becoming more competitive internationally. Likewise, higher education has a responsibility to develop curricula that meet the needs of multinationals. As U.S. Trade Representative Mickey Kantor told a congressional committee recently, "This world is going to be globalized and interdependent economically, whether we like it or not." Most of the world's future growth will occur outside U.S. borders, so Ohio must

do all it can to assist firms to develop these markets.

From the responses received as a result of this survey, it is apparent that there needs to be a more equitable distribution of the state's resources, with a greater allotment to smaller cities and rural communities. It must be recognized that state spending decisions impact the overall economic vitality of the entire state, and we must do whatever we can to help support the development of our workforce and economic development for our communities.

As a 19th century abolitionist said, "Power concedes nothing without a demand. It never has and it never will."

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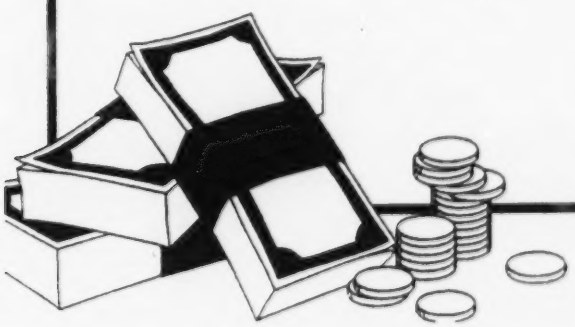
APPENDIX A



OHIO

ECONOMIC

OPPORTUNITIES

SURVEY

OHIO ECONOMIC OPPORTUNITIES SURVEY

Introduction

What do key private and public sector leaders in Ohio think about the relationship between economic development and higher education? The purpose of this survey is to assess attitudes of the leaders from private and public sectors from different regions of Ohio regarding this relationship.

Your name has been supplied to us by a business or community leadership organization, including chambers of commerce, as one who cares and is involved in economic development initiatives. We are interested in your thoughts on the following issues:

1. Perceptions Related to Leadership in Economic Development
2. Factors Related to Economic Development
3. Perceptions of Secondary Education
4. Access, Goals, and Outcomes of Higher Education in Ohio

Please know that this survey will allow us to compare how different people from different regions of Ohio view these vital issues. THANK YOU for taking the time to respond. You may return the survey to us by merely placing a staple in it and putting it in the mail. If you wish to convey your results by fax, please do so by sending them to Maureen McCormick at (419) 537-3047. THANKS AGAIN for participating.

Perceptions Related to Leadership in Economic Development

Please read each item carefully and circle the letter to indicate the response which most closely corresponds with your views (Strongly Agree (SA), Agree (A), Neutral or Not Sure (N), Disagree (D), Strongly Disagree (SD)

1. A well educated work force is essential to economic development. SA A N D SD
2. We *have* a well educated work force in my region. SA A N D SD
3. Computer literacy *is important* for high school graduates in my region. SA A N D SD
4. We *have* a computer literate work force in my region. SA A N D SD
5. The educational institutions in my region *are involved in upgrading the computer literacy* of the currently employed workers. SA A N D SD
6. Institutions of higher education in my region assist in the following:
   - Collection and dissemination of demographic and economic data SA A N D SD
   - Entrepreneurial education SA A N D SD
   - Promotion of exporting according to world standards SA A N D SD
   - Small business incubation SA A N D SD
   - Strategic planning SA A N D SD
   - Industrial recruitment SA A N D SD
   - Industrial retention SA A N D SD
   - Research (basic and applied) SA A N D SD

8. What do you believe to be the most important economic development priorities for the State of Ohio to be involved *in your region*? Use a scale of 1 to 7, in which 1 means you think the State is **not at all active** and 7 means you think the State **is extremely active** *in your region*.

__collect and disseminate economic data	__industrial recruitment
__industrial retention	__provide leadership in work force training
__teaching of entrepreneurship	__promoting exports up to world standards
__strategic planning	__other, please identify:_____

9. Below are listed a number of organizations involved in economic development. Please describe the extent to which each of the following entities is actively involved in economic development initiatives *in your region*. Use a scale of 1 to 7, in which 1 means you think the organization is **not at all active** and 7 means you think the organization **is extremely active**.

__local Chamber of Commerce	__local industrial development authority
__local council on literacy	__local Private Industry Council
__local welfare agency/council	__state Private Industry Council
__state Chamber of Commerce	__state Department of Commerce
__regional econ. development council	__secondary schools
__community colleges	__joint vocational schools
__four-year public universities	__private universities and colleges
__other, please specify:	

10. My region has seen significant economic growth since the recession ended in December, 1991. **SA A N D SD**

11. My region *never* recovered from the recession of the early 1980's. **SA A N D SD**

12. Higher education plays a vital role in economic development in my region. **SA A N D SD**

13. Leaders in my region look to local institutions of higher education to provide leadership in economic development initiatives. **SA A N D SD**

14. The promotion of international exporting is a priority for economic development in my region. **SA A N D SD**

15. In the current economy, it is difficult to find a job that pays well in my region without postsecondary education. **SA A N D SD**

16. My region is well represented on state councils related to economic development. **SA A N D SD**

17. There is *good communication* between employers and postsecondary institutions in my region so that the programs meet current needs. **SA A N D SD**

Factors Related to Economic Development

18. Below is a list of factors some people believe are related to economic development. Please describe the extent to which you believe each of these factors is important in promoting economic development *in your region*. Use a scale of 1 to 7, in which **1** means you think the factor is **not at all important** and **7** means the factor **is extremely important**.

___personal property taxes	___franchise taxes
___worker's compensation costs	___unemployment compensation costs
___tax abatement	___trained work force
___available industry specific training	___existing infrastructure in place
___access to good transportation facilities	___good nearby recreational facilities
___good local medical facilities	___quality cultural amenities
___good elementary and secondary schools	___good nearby higher education institutions

DIRECTIONS: Please read each item carefully and circle the letter to indicate the response which most closely corresponds with your views (Strongly Agree (SA), Agree (A), Neutral or Not Sure (N), Disagree (D), Strongly Disagree (SD)

19. *State* funding for economic development in my region is adequate. **SA A N D SD**

20. *Local* funding for economic development in my region is adequate. **SA A N D SD**

21. *Federal* funding for economic development in my region is adequate. **SA A N D SD**

22. State funding for infrastructure (including roads, bridges, sewer and water systems) in my region *is adequate*. **SA A N D SD**

23. State funds for infrastructure *are fairly distributed* across all regions of Ohio. **SA A N D SD**

24. Local business and community leaders need to be more aggressive in voicing the needs *of my region* before the State of Ohio. **SA A N D SD**

25. A bond issue to support elementary and secondary education facilities *is needed* to improve the public schools in my region. **SA A N D SD**

26. Any bond issue *should also include* higher education facilities. **SA A N D SD**

What is important to economic development that we failed to mention? What did we undervalue or understate, and on what would you like to place special emphasis? Please write comments here or attach additional sheets as necessary.

Perceptions of Secondary Education

27. Graduates of high schools in my region *have good employment opportunities*. SA A N D SD

28. Youngsters in my region move away to gain a better future. SA A N D SD

29. Secondary education provides a world class work force in my region. SA A N D SD

30. The curriculum of the elementary and secondary schools in my region offers opportunities equivalent to other regions of Ohio. SA A N D SD

31. I am concerned that students in my region may not be as technically literate as students are in other industrialized countries. SA A N D SD

32. Some have argued for an appointed State Board of Education to replace the current board, which is elected. Do you agree? SA A N D SD

33. I believe that most new jobs in my region of Ohio will require some postsecondary training. SA A N D SD

Access, Goals, and Outcomes of Higher Education in Ohio
To what extent do you agree or disagree with the following statements:

34. Graduates of secondary schools in my region *have adequate opportunities* to go to colleges and universities close to home. SA A N D SD

35. We should not allow the price of college education to keep students who are qualified and motivated to go to college from doing so. SA A N D SD

36. In Ohio currently, *the vast majority* of people who are qualified to go to college *have the opportunity* to do so. SA A N D SD

37. In Ohio currently, many people who are qualified to go to college cannot do so. SA A N D SD

38. In Ohio currently, students have trouble getting the classes they need in order to graduate on time. SA A N D SD

39. It will be more difficult to get a college education 10 years from now. SA A N D SD

40. Getting a college degree is more difficult now than it was 10 years ago. SA A N D SD

41. Students appreciate the value of a college education when they pay for part of it. SA A N D SD

42. Students should have the opportunity to work their way through four years of college without having to take student loans. SA A N D SD

43. Ohio's universities and community colleges currently provide programs that are relevant to my region's employment needs. SA A N D SD

44. Universities and community colleges in my region currently provide courses, including weekend courses, courses at work sites, and self-paced computer-assisted learning, suited to needs of working adults. SA A N D SD

45. Lack of affordable child care *in my region* is a significant limitation to participation in postsecondary education. SA A N D SD

46. Lack of transportation *in my region* is a significant limitation to participation in postsecondary education. SA A N D SD

47. Compared to other Big Ten states, fewer Ohioans graduate from college with a bachelor's degree. I believe this is a serious problem. SA A N D SD

48. State funding for the institutions of public higher education *across all of Ohio* is adequate. SA A N D SD

49. *State* funding for the institutions of higher education to perform their functions *in my region* is adequate. SA A N D SD

50. Public higher education in Ohio is overregulated by the State, and this overregulation and micromanagement limits its effectiveness. SA A N D SD

51. Different people expect a college education to accomplish different goals. Please describe the extent to which you think each of the following goals is important for Ohio's universities and community colleges. Use a scale of 1 to 7, in which 1 means you think the goal **not at all important** and 7 means you think the goal is **extremely important**.

___Giving students *marketable skills* so that they can *get good jobs* when they graduate

___Giving students *problem solving skills* so they can be ready for a variety of careers

___Giving people *from low income backgrounds* opportunities to succeed.

___Retraining people who have already been in the work force *for new jobs*.

___Retraining *currently employed* people to be more competitive *in their current jobs*.

___Providing training *for recent H.S. graduates* entering the work force for the first time.

___Providing training *for recent H.S. drop outs* entering the work force for the first time

___Providing training for welfare recipients/others who've never been in the work force.

___Giving minorities such as blacks and Latinos opportunities to succeed.

___Exposing students to other cultures and teaching them to respect diversity.

___Helping turn students into good citizens.

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Demographic Information

Please check all that apply in the questions below:

52. Residence by region of Ohio (please check):
    - __Northwest (includes Toledo & Lima)
    - __East (near PA border including Youngstown)
    - __Southeast (includes Marietta)
    - __Southwest (includes Cincinnati)
    - __North (includes Cleveland)
    - __Central (includes Columbus)
    - __South (includes Portsmouth)
    - __West (near IN border incl Dayton)

53. How long have you lived in your region of Ohio? ____years

54. Are you a native of the Buckeye state? _____

55. Did your parents attend college? __Yes __No

56. Have/will your children attend(ed) college? __Yes __No __No children

57. Tell us about your own education background. Please check **all** that apply:
    __Public K-8 __Private K-8 __Public H.S. __Private H.S.
    __Vocational Education __Private College __2 Yr. College __Public 4 Yr College
    __Add'l Grad./Prof. Degree Work

58. What is your occupation? Please check one type.
    - __**Professional, Technical & Managerial** (engineering, education, medicine/health, law)
    - __**Clerical and Sales Occupations**
    - __**Service Occupations** (food, beverage, domestic, apparel/furnishings/building srvcs)
    - __**Agricultural, Fishery, Forestry and related occupations**
    - __**Processing Occupations** (for food, paper, petroleum, mining, chemicals, glass, etc.)
    - __**Machine Trades Occupations** (printing, wood, metal machining, textiles, mechanics)
    - __**Benchwork Occupations** (fabrication, assembly, repair, upholstery, tailor, carpenter)
    - __**Structural Work Occupations** (construction & building including excavation, paving)
    - __**Miscellaneous Occupations** (transportation, materials handling, mineral extraction, utilities, typesetter, artwork, models, TV)

59. How many workers are there in the firm/enterprise in which you are employed?
    __1-19 __20-99 __100-249 __250-499 __500-999 __>999

60. Are you or your firm involved in international exporting?
    __Yes __No __Not yet, but plan/hope to be

61. Age: __Under 30 __ 31-40 __41-50 __51-60 __61 or older

62. Race: __Caucasian __African-American __Hispanic __Native American
    __Asian __Other

63. Gender: __Male __Female

64. Would you call yourself... __Democrat __Republican __Independent

65. Please estimate your income status: __under $10,000 __$10,000-25,999
    __$26,000-49,999 __$50,000-74,999 __income over $75,000

THANK YOU VERY MUCH FOR PARTICIPATING IN THIS SURVEY!!!

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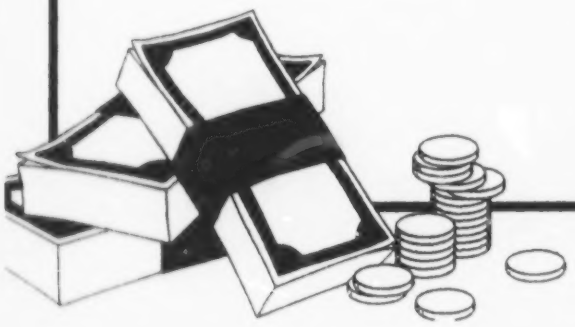
APPENDIX B



"OHIO ECONOMIC OPPORTUNITY" SURVEY

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APPENDIX C

The University of Toledo

Toledo, Ohio 43606-3390

Business Technologies Department
University Community and
Technical College
Scott Park Campus
(419) 537-3124

SURVEY FOLLOW-UP

Dear Community Leader,

Your name was supplied to us by the Chamber of Commerce, as one of their leaders who cares and is involved in economic development initiatives. The purpose of the enclosed survey is to assess attitudes of leaders, such as yourself, from private and public sectors throughout Ohio on the relationship between economic development and higher education. We are interested in your thoughts on the following issues:

1. Perceptions related to leadership in economic development
2. Factors related to economic development
3. Perceptions of secondary education
4. Access, goals, and outcomes of higher education in Ohio

If you have already returned the survey sent earlier, we thank you for taking the time to respond. If not, please consider completing this survey now to offer your valuable input. Your views are very important in allowing us to compare how different people from various regions of Ohio regard these vital issues.

You may return the survey to us by simply stapling it shut and dropping it in the mail.

Again, your help is greatly appreciated!

Sincerely,

Maureen Conroy

Prof. Maureen McCormick- Conroy